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ABSTRACT

In 1982, a model was proposed for linking the services provided to 16-to 19-year-olds in Great Britain by local education authorities (LEAs), schools, and colleges. A study examined the operation of this model in the Oxfordshire LEA. The full-time educational opportunities available in the LEA were described and mapped. Next, of 1,419 persons in the district sampled, 233 fifth-formers completed questionnaires designed to ascertain their attitudes and aspirations; staff in educational institutions in the district were interviewed. After concluding that the 1982 model was restrictive and too demanding, the researcher suggested a new three-tier model. The first tier is a simple map or overview, the second is an outline of individual courses, and the third is in the form of a detailed leaflet. A detailed flowchart outlining the publicity recommended to promote the three-tier system was formulated. (Appendixes to this report include the survey instruments and supplementary data from the survey.) (MN)

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LINKING SCHOOLS AND COLLEGES

Mapping and reviewing local provision at 16-19

Ray Strugnell
Abingdon College of Further Education

FURTHER EDUCATION UNIT

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Dear Sir/Madam

LINKING SCHOOLS AND COLLEGES

Attached is a copy of the above report commissioned by the FEU from Oxfordshire LEA. It follows up work initiated by the Schools Council in 1982 which reflected a concern that still exists, with respect to the complexity of the information available on courses and qualifications.

The Preface indicates that the researcher was unable to confirm the total suitability of the method of mapping 16-19 courses, recommended in the earlier report. He derives a different model which is explained in Chapter 5, on the basis of the previous work and on a survey that is described in the preceding chapters. The essence of the model is that LEAs, and their schools and colleges, should present and promote information about their courses in three different ways, but as an integrated package. A simple map or overview, followed by an outline advert of individual courses, and finally a detailed leaflet - comprise the strategy. The Foreword indicates LEA support for this 'marketing' concept, but the resource implications cannot be ignored.

It nevertheless remains true that if we expect the complex provision of 16-19 courses to be understood by potential clients, then local authorities and others will have to do work along the lines of the above. It is hoped, therefore, that this document will provide a basis for discussion and action.

Advance copies of this publication were sent to the MSC/DES Review of Vocational Qualifications Group so that they might consider including the concepts of mapping and promotion in any recommendations they may wish to make regarding the comprehensibility of vocational qualifications.

Yours faithfully,

Jack Mansell

JACK MANSELL
Chief Officer

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FOREWORD

i) In 1982 the Schools Council published*, in collaboration with the major FE examining bodies and the FEU, a working document for LEAs, schools and colleges. The aim of the document was to consider ways of clarifying and reviewing the provision of courses and qualifications for 16-19 year olds.

ii) The document suggested 'route maps', 'exit profiles', a more recognisable and compatible format for college prospectuses, and a more coherent process by which students are admitted to colleges - as ways in which the 'jungle' of 16-19 qualifications might be rationalised.

iii) A first step was to test these ideas in practice and Oxfordshire LEA was willing to be commissioned by the FEU to map and review local provision in a small town and rural country area. The enclosed document by Ray Strugnell of Abingdon College of Further Education is the result of this commission which was directed by Beryl Pratley.

iv) Chapter ONE of the report describes the specific aims of the project and highlights its two interlocking themes of surveying the curricular provision in this area and investigating the factors that influence choice. Chapter TWO describes and maps the full-time educational opportunities in the area. Chapter THREE surveys the attitudes and aspirations of a sample (233) of fifth-formers and in so doing identifies many of the components essential to a careers programme for such young people. Chapter FOUR, after testing the Schools Council mapping model and finding it restrictive and too demanding, suggests a different system of presenting information. It comprises three levels of access, each providing more information for those who are interested.

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* Mapping and Reviewing the Pattern of 16-19 Education Michael Locke and John Bloomfield. Schools Council Pamphlet 20. 1982.

The first is a simple map or overview; the second an outline 'advert' of individual courses; and the third a detailed leaflet. Chapter FIVE, in making recommendations for the publicity necessary to promote this 3-tier system, demonstrates how necessary it is to regard information about courses and its promotion as an integrated package - something approaching marketing in fact.

vi) The FEU Board of Management was concerned to have on record the LEA reaction to this report and the following brief comments hopefully reflect the full response that was forthcoming from Oxfordshire LEA.

vii) Firstly, the report was warmly welcomed and its publication by FEU is supported by the LEA. Secondly, the project took place whilst the County Careers Service was undergoing a radical change: developing a more personalised information service which places greater responsibility on individual pupils/students to seek career guidance and counselling when they need it. Thirdly, the LEA recognises that the report highlights the need for more thought to be put into the preparation and presentation of curricular information. Fourthly, the resource implications of the report cannot be disregarded and discussions are taking place throughout the country on the extent to which the methods suggested by the report can or should be adopted. Finally, the report has to be assessed in the context of the rapidly changing scenario of provision for 16-19 year olds: can such a system provide up-to-date information in time?

viii) The above reactions are encouraging but they identify some of the difficulties of implementing any recommendations that require co-operation between institutions, resources and a continuous effort to update.

ix) Since the project was completed, as if to prove the point already made regarding the need to update continuously, various developments have taken place: the launching of TVEI, CPVE and the new-style YTS are but three additions to the map. The increased purchasing power of MSC in NAFE and the DES/MSC Review of Vocational Qualifications each has the potential to

change the map radically. Conversely, this report may offer some assistance in comprehending more easily what provision already exists. With all this in mind we have, in conjunction with the researchers, attempted to update the project without distorting the local nature of the report, which is its essential dimension.

x) It is hoped that LEAs and colleges will find this document of some value in their attempts to make more obvious and digestible the 16-19 curricular provision that exists.

JACK MANSELL

PREFACE

The FEU has now commissioned a number of reports on 16-19 education. Signposts (1980) was an overview of the provision, a map of the 'jungle' for the general reader*. Jointly with the Schools Council, the FEU later commissioned the Locke and Bloomfield report upon which this Project was based, Mapping and Reviewing the Provision of 16-19 Education. In that report, they attempted to map the provision in such a way that 'bridges and walkways' between different parts of the system could be identified. They found this almost impossible, partly because there were (and still are) only a restricted number of paths for progression, but mainly because they concluded that the 'bridges' were locally negotiated inside and between institutions, and that the demands of particular admission tutors with respect to their courses imposed restrictions which could only be documented at a local level.

They accordingly suggested a method of mapping which could be applied at this local level, and proposed that the Schools Council should sponsor pilots to draw up local maps.

The Project described in this report is one pilot, for a small town and rural country area. The FEU has sponsored a parallel project in an inner city area.

The most critical conclusion of the researcher is that, even at a local level, the Locke and Bloomfield mapping method has only limited applicability. Shifts in provision and 'market forces' make stable and detailed maps almost impossible to create, and their main use is for planners and policy makers, not for prospective students.

For the purposes of policy making, we have been grateful to host this pilot project. It has helped us to identify gaps in provision; it is providing valuable insights for the current exercise within the authority to rationalise 16-19 provision, and perhaps most importantly, it has highlighted the deficiencies in the marketing of courses, and made

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* Signposts '85 now published. FEU, September 1985

recommendations about the way in which the 16+ work in the area is publicised, which we are determined to adopt.

We record our thanks to Ray Strugnell, who has charmed his way into careers offices and local schools, establishing a bridge for communications which is now being heavily used by two-way traffic. The production of this report is a demonstration of his tact, diplomacy and scholarship.

Other authorities have shown an interest in the outcome of this report, and it is likely that its findings will have an impact both on the school-leavers of the Abingdon catchment area, and further afield.

Beryl Pratley, Project Director
Vice-Principal, Abingdon College of Further Education

ACKNOWLEDGEMENTS

Oxfordshire Education Authority granted secondment for the Spring term of 1984, and further funding was provided by the FEU for release from teaching duties for 2 terms, for travel and administration. I am most grateful for both sources of financial aid. Assistance was provided by the Faculty of Educational Studies at Oxford Polytechnic, where I joined the Diploma Course in Curriculum Development. This provided a forum for discussion, enabled access to relevant modules of the Polytechnic's modular degree course, and to specialist staff, library and computer facilities. Staff at the Polytechnic Computer Centre deserve special mention for their help and tolerance.

A most significant aspect of this Project was the support and encouragement given by staff of the South Oxfordshire Careers Service. As well as providing information and constructive criticism, officers negotiated access to school-based interviews with young people, and allowed me the use of accommodation in the Careers Office at Wantage.

I would like to thank the head teachers and staff in Abingdon, Didcot and Wantage schools for their co-operation, especially as the thought may just have gone through their minds that a leopard does not change its spots overnight, even though I genuinely tried to be an independent researcher, and most interviewees were not aware of my FE background. The active cooperation and support of my schools' contact, who organised groups of pupils for the survey, is especially appreciated, as is the attitude and help of the fifth-formers themselves.

I thank the Principal and staff of Abingdon College of Further Education, who tolerated my presence and probably rejoiced in my absence at the same time. It is difficult not to mention a long list individually. I hope I do not offend others by mentioning Sally Karselis, for the smile when I dropped the 'n'th draft questionnaire on her desk for typing; Bob Stewart for the extra work load that he carried in my presence and absence; and Beryl Pratley, without whose efforts I would not have been involved in the Project, and this report would still

have been in draft form.

Finally, I would like to thank my wife, Alison, and the three girls, for their encouragement and help, especially during the data analysis, and during the period of writing up.

Ray Strugnell
Project Officer

CHAPTER ONE

INTRODUCTION

1.1 This project document has two interlocking themes: one involves the survey of local educational provision in schools and further education, and how information about that provision is best presented, especially to young people. The other investigates factors which influence decisions about choice within the range of available educational opportunities. The project includes an attempt to apply some of the recommendations of the Macfarlane Report (Education for 16-19 Year Olds. HMSO, 1982) to a specific locality using, amongst other techniques, some of the proposals of Locke and Bloomfield (1982).

1.2 The specific aims of the project were:

i) to survey the attitudes and aspirations of school fifth formers with a possible follow-up in the subsequent academic year

ii) to survey the educational provision in different local institutions

iii) the construction of educational maps to show both local provision and career pathways, and redesign prospectuses and other publicity

iv) to identify gaps and discontinuities in current provision, and make recommendations to the Local Education Authority.

1.3 The methods included:

i) a questionnaire survey of fifth formers to assess their views and aspirations

ii) interviews with colleagues in college, school and careers service to collate data about course provision, entry requirements, etc.

iii) obtaining information from professional bodies, employers' organisations and government agencies in an attempt to make meaningful maps of educational routes towards career goals.

1.4 In the Macfarlane Report, emphasis was given to the wide range of needs of a heterogeneous 16-19 population. Seven client groups were identified, three describing those who leave, and the remainder those who stay in full-time education. Whilst dividing clients into these groups, it was recognised that the full range of provision for the target population should be looked at as a whole, with less emphasis than hitherto on the division between academic and vocational courses, and between schools and further education.

Among its conclusions, the Macfarlane Committee considered that education authorities should, as major priorities:

i) educate 16-19 year olds in fairly large groups wherever possible

ii) provide a comprehensive range of courses

iii) implement an effective and co-ordinated system of careers education and guidance, and (to help in planning)

iv) review the overall pattern of 16-19 provision in each area.

1.5 Locke and Bloomfield's working document for LEAs, schools and colleges was a product of co-operation between the Schools' Council, Further Education Unit (FEU), and other further education agencies in response to Macfarlane. It records and discusses the range and nature of provision, offers an approach to mapping educational pathways, and suggests further lines of action to clarify and maximise opportunities for young people. It thus provides an important framework for the implementation of recommendations made by Macfarlane, with emphasis on review by mapping locally and in broad vocational areas. Benefits of such an approach include

an increased awareness by young people of available educational opportunities, the direction and goals of individual routes through the educational jungle, and an overview, indicating whether or not all ability groups are catered for.

1.6 During their fifth year at secondary school, young people must decide what they want to do after their final year of compulsory education. Although theoretically the choice at 16+ is either:

i) employment;
ii) joining the Youth Training Scheme;
iii) continuing in full-time education at either school or college; or
iv) unemployment,

the second and third options are becoming increasingly significant. In order to make meaningful decisions about future aspirations, young people must have access to information in a form that is comprehensive, clear and concise. The implementation of Locke and Bloomfield's proposals should help young people to make an informed choice. The importance of presenting information about opportunities in a form which is accessible, comprehensive and easily understood is now generally accepted for all stages when educational decisions are made during an individual's life.

For example, choice:

i) of school at 11+;
ii) of subject options at 13+;
iii) of education, training or employment at 16+;
iv) of further/higher education or employment at 18+;
v) for those who wish to return to education/training, perhaps after raising a family;
vi) for those who wish to (or must) retrain, either to improve/update skills, or to learn new ones;
vii) on retirement from full-time employment.

CRAC, NEC, COIC, MARIS, ECCTIS, TVIN and others all provide a service concerned with the collation and presentation of

information about opportunities in education/training, albeit at a regional or national rather than local level.

1.7 For fourth and fifth year pupils in secondary schools (and their parents) there may appear to be a bewildering array of opportunities available at 16+. Whilst full information about all opportunities may be available to those who are educationally informed or competent detectives, for many, critical decisions are made on limited information. This situation is exacerbated in some areas where colleges of further education offer courses similar to those offered in more than one local school sixth form or sixth form college. In such areas a dichotomy of views between institutions may exist about the flow of information to fifth-formers.

There is some evidence from colleges that when information about the complete range of full-time opportunities in further education is conveyed to local schools, it sometimes fails to reach the target, which is all fifth-formers of all abilities. Similarly, representatives of the college may be invited into a school to speak to fifth forms, but to pre-selected groups rather than to the whole cohort.

The school view of the situation may well be that too little college material is delivered too late to be of any help in the decision-making process; the literature produced is almost incomprehensible to the majority of young people and there is great uncertainty between the proposed and the actual courses offered. Comments may also be voiced in schools concerning the availability of information about sixth form opportunities in their schools for students who may switch at 16+ from another school. An overriding concern is for the future of one's own institution, especially in relation to falling rolls and cuts in expenditure.

Of course, these views are extreme, but many readers with experience of such situations will recognise elements within them. Even with other organisational arrangements, for example, tertiary colleges to which all young people continuing in education go at 16+, some comments, e.g. about publicity, may not be irrelevant, and Locke and Bloomfield had

some pertinent comments to make about the presentation of publicity. This document describes an attempt to produce a method for the presentation of information about all (at least, all full-time) educational opportunities for all 16 year olds in one locality. It is hoped that it will stimulate and reinforce discussion and initiative elsewhere to help young people to gain information about opportunities at this critical stage of their lives. It should also be of value in the planning and management of educational provision by institutions and by authorities.

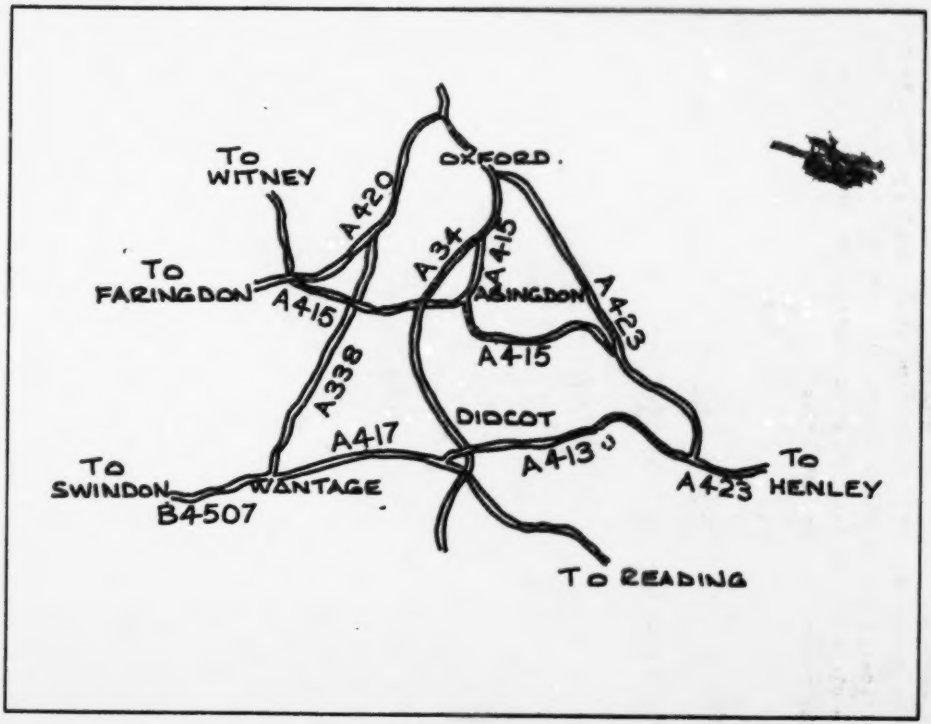

Figure 1

The Study Area

CHAPTER TWO

THE STUDY AREA

2.1 The study area was confined to part of rural Oxfordshire, which was formerly in North Berkshire (Figure 1). It was based on secondary schools in the towns of Abingdon (population approximately 22,400); Didcot (14,200), and Wantage (8,700) with Grove (16,700). The schools not only draw from these towns, but also from rural catchment areas, with some pupils travelling on school buses for a considerable time each day. There is a single college of further education at Abingdon with a larger college at Oxford, less than 10 miles distant.

The area has good transport facilities, with road access to the rest of the United Kingdom via e.g., the A34, M4 and M40, and with main-line rail stations at Didcot and Oxford. It is therefore a significant area for distribution centres. Large employers include the United Kingdom Atomic Energy Authority and associated industries; the Central Electricity Generating Board, and Metal Box, and although the MG car works at Abingdon have closed, a number of industrial estates have been established, whilst others, including a Science Park, are planned. Light industries, based on distribution trades and electronics, are significant in the area, and in general unemployment is low in comparison to that in many parts of the country.

2.2 In 1974, a working party of Oxfordshire County Council published a report on 16-19 education, which recommended the establishment of area boards to ensure co-operation in the planning of area programmes, co-ordinating activities and timetable arrangements, developing area guidance procedures, and facilitating a full participation of all the schools and colleges of further education (OCC 1975, para. 6.8.1). They regarded it as necessary that such boards should have a clear leadership and co-ordination, because undirected co-operation at this level is likely to founder, even given goodwill (para. 6.8.3). A members' working party recommended that the concept of area boards be accepted, and

that there be two tiers of representation (OCC, 1977). It will be their task to plan co-operatively the economic use of available resources in order to give a balanced and educationally sound programme of courses and subjects for post-16 students in each area without unnecessary duplication (OCC 1977, para. 3). The area boards report to the members' working party, which is a sub-committee of the Education Committee.

The proposals outlined above were adopted and until recently there were area boards for Abingdon, Didcot and Wantage, with school heads and the college Principal attending the tier one meetings. With increasing co-operation at 16-19 between the three schools in Abingdon and between the two at Didcot, and with the formation of a single school at Wantage, there is movement towards the merger of the three area boards into a single joint board.

2.3 Abingdon College of Further Education (formerly North Berkshire College of Further Education) is situated in the North of the town, approximately one kilometre from the Market Square centre. It has a rural catchment area which extends nearly 20 kilometres to the South and West. It is a group 4 college with three departments (Arts, Catering and Languages; Business Studies and Administration; and Engineering and Science).

There are approximately 600 full-time students at Abingdon College, the majority in the 16-19 age range. With the exception of a few courses in Engineering and Business Studies, virtually all college work is designated non-advanced. A range of pre-vocational and vocational courses are offered, and in 1983/84 the Manpower Services Commission funded 13% of the work-related non-advanced provision. A comprehensive range of GCE subjects at 'O' and 'A' level is offered to part-time and Open Learning students, and to full-time students on a common timetable blocked across the three departments. Students are assigned to personal and course tutors, and there is a college counsellor. As well as attending tutorials, full-time students are timetabled for a session of recreational activities, and they may choose from a

wide range of modules, e.g., photography; motor cycle maintenance; pottery, and a variety of sports.

2.4 A summary of pupil numbers in schools co-operating in the study is given in Table 1. There will be a fall of approximately 12% in the total school population between 1983 and 1990, and a predicted fall of approximately 9% at 16+ (to a school population of approximately 770 students overall at 16+). The three comprehensive schools in Abingdon fall within a radius of one kilometre (together with, in this defined area, three private sector schools, each with its own sixth form, and the College of Further Education. The International School at Culham, which offers the Baccaleureate, is also nearby). The three comprehensive schools co-operate at 16+, especially for minority GCE subjects, e.g. Chinese and Music. With a base, both social and academic in their own school, students may select a subject or subjects from a wide range offered by the other schools. A block timetable, initially for GCE 'A' level subjects, common to the three schools and Abingdon College, has been proposed for implementation in 1985. Co-operation at 16+ between the County Girls' and St. Birinus Schools at Didcot has increased, and from September 1984 a co-ordinated programme is available for all new sixth form students. At Wantage, the three comprehensive schools have been amalgamated (from January 1984) and each 11-16 unit now forms a Hall in the new Wantage School. The sixth form provides a fourth Hall in this restructured organisation.

All schools in the study area offer a wide range of academic subjects, provision for various sports, and facilities for career and pastoral guidance. Courses validated by the City and Guilds of London Institute, and the Business and Technician Education Council are now offered in some of the schools, often with an input from the college.

2.5 The destination of young people who left school in June 1983 is given in Table 2. Forty-three per cent of the total stayed in full-time education, either in the sixth form or at college; 15% joined the Youth Training Scheme, and 14% went directly into employment (not part of YTS).

All 1,400 (approximately) fifth-formers in the study area in 1983/84 have attended introductory group sessions given by careers officers of the Oxfordshire County Council. Forty-three per cent have also attended specific-topic group sessions on particular fields of employment. Seventy-one per cent of the total have received individual in-depth interviews, each lasting approximately 40 minutes, often with follow-up interviews (data from A. Hughes, South Oxfordshire Careers Office). This is typical of past provision, but a reorganisation in the County Careers Service after recent staff cuts will be associated with the following change of emphasis in provision from September 1984.

In a report to the Education Committee, the Chief Education Officer proposed a shift in emphasis in careers guidance, with teachers in schools playing a more active role, and the Service providing an office-based rather than school-based interview system (Oxfordshire County Council, December 1982). In recommendations of a working group, reported by the Chief Education Officer, the need to involve <u>all</u> teaching staff in careers education, through the curriculum in tutorial or class teaching time, was recognised. It was further recommended that careers officers should:

(a) organise the provision of information to pupils, parents, schools and employers through appropriate and attractively produced material packs;
(b) offer careers guidance on a referral basis;
(c) be involved as advisers and consultants to schools in the formulation of careers programmes;
(d) provide information and guidance and support to individual teachers.

(OCC, December 1982, Annex B).

The success of this reorganisation will much depend upon the availability of a comprehensive information system, both for careers and associated educational opportunities. The project 'Mapping and Reviewing Local Provision at 16-19' has produced information that will increase young people's awareness of

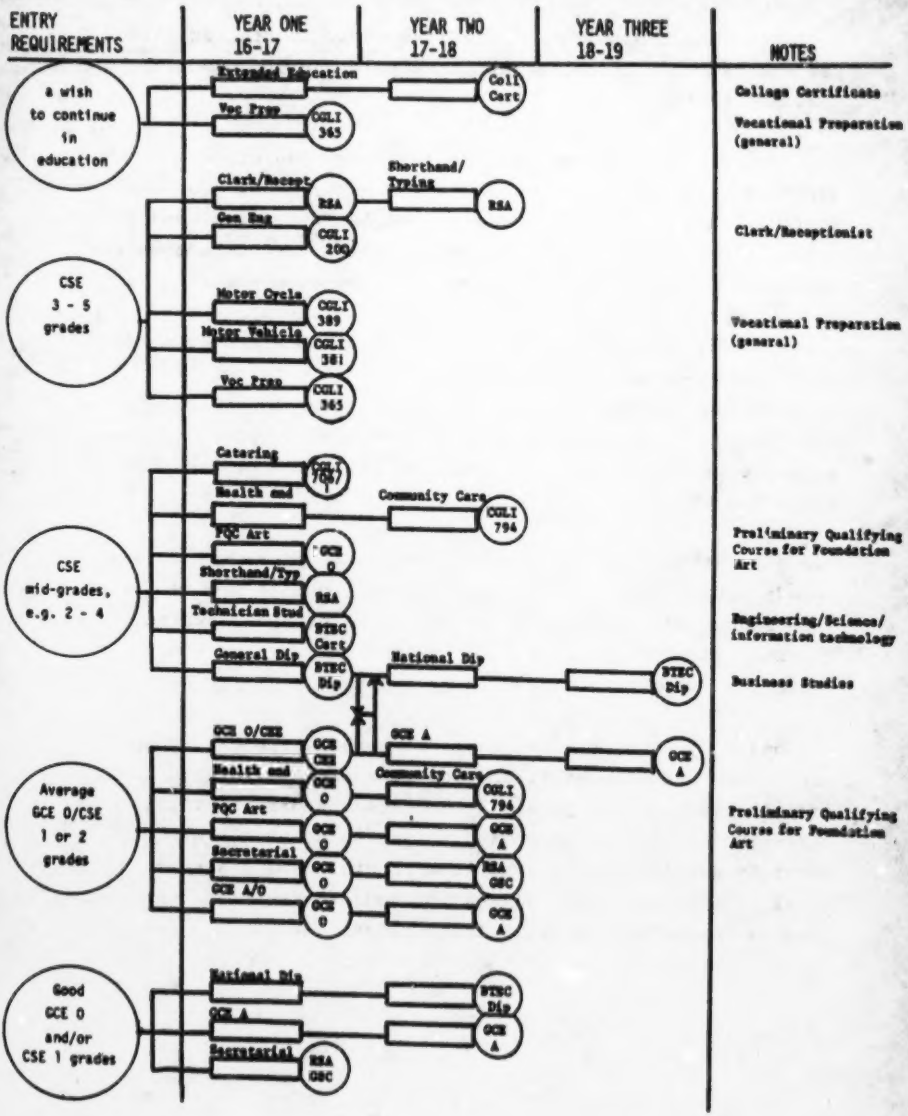

Figure 2

Map of Full-Time Educational Opportunities at 16+ in the Study Area 1983-84

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local education opportunities during their fourth and fifth years at school, and this should help in the process of decision making.

2.6 Figure 2 summarises the full-time educational opportunities for 16+ students in the study area. The institution where each course is offered is not included in Figure 2 because initially students should concentrate on the course best suited to their needs, and because Figure 2 was designed for maximum clarity, and therefore minimum non-essential information. Students who wish to discover more about any particular course would refer to more detailed information (see 4.4). If a summary of courses offered by institutions was required, e.g. for management purposes, then a simple letter/symbol notation with key could be included in the notes column.

The collection of data for Figure 2 was an extremely time-consuming process. Although school and college prospectuses were consulted, the most useful data was obtained during discussions with individual course and admissions tutors, as Locke and Bloomfield suggested it would be.

The bands of entry requirements are generally broad enough to cover the range of qualifications necessary to join particular courses, and these may vary with course tutors, institutions and with the supply and demand. The use of such a diagram to identify gaps and discontinuities is discussed elsewhere. The local interpretation of validation bodies' requirements often imposes considerable restrictions in practice.

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CHAPTER THREE

THE FIFTH-FORMERS

3.0 Introduction

When decisions are taken about post-16 education, they are usually based either on economic factors or the views of professional educators. The potential student body is rarely consulted, although its views may contribute significantly to the success or otherwise of any proposals. An attempt was made in this project to elicit views from fifth-formers on a range of topics, including aspects of pre-16 provision, employment and day-release, the Youth Training Scheme, and full-time education. Questionnaires and informal discussions provided the data.

3.1 The Questionnaire

3.1.1 Financial support from the FEU was between May 1983 and May 1984. Although late in the project year, February/March was considered the most suitable time for the main survey. If later, Easter leavers would make the sample unrepresentative; if earlier, access to information would not have been optimal. Whilst in principle this was acceptable to schools, timetabling problems were encountered, and the last samples were not actually taken until the first week in April.

3.1.2 Because trialling was considered of major importance, pilot questionnaires were completed by groups of fifth-formers in the summer term of 1983, albeit an a typical sample. In the time available 40 to 50 responses were considered the minimum for a pilot survey (e.g. Hoinville et al, 1977) and 41 completed responses were returned.

3.1.3 Trialling provided a valuable exercise for a number of reasons, for example:

(i) before the project started, the Principal of Abingdon College wrote to the heads of schools to introduce the

project, requesting access for the Project Officer, and the name of a contact who would co-ordinate the school's involvement. A pilot survey at the start of the project provided a focus therefore for introductions.

(ii) Views on sampling procedure were clarified. In some schools, the trials were conducted in classroom situations, and the Research Officer was able to introduce the project fully and, when requested, guide individuals or groups through particular questions. The valid response rate was far higher than when questionnaires were completed by self-selected individuals on their own during breaks between classes, etc.

(iii) Some design faults in the questions were detected.

(iv) Both open and closed questions were included. Whilst more difficult to design, closed questions are undoubtedly much easier to analyse (e.g. Oppenheim, 1966). Questions of a closed format can, however, lead the response, whilst with open questions the response originates from the respondent, and may well provide a more accurate reflection of attitude. Open questions in the pilot survey provided data for closed questions in the main March survey.

Where the trial sample was small (n = 41) and perhaps atypical of the fifth form population, it did provide information that was considered of sufficient interest to report for limited circulation (Strugnell 1983).

3.2 Population and Sample

3.2.1 Almost inevitably, a sample would differ from the population from which it was taken. This sampling error (which is but one sort of error in survey work) is influenced by sample size, sampling fraction and variation within the population (e.g. Open University, 1979).

3.2.2 It was proposed that 15-20% of the fifth-form population (1,419 people*) be sampled, and in fact, although there were absences from tutor groups because of illness, 233 responses (16.4% of the population) were completed. Three responses were rejected as not containing information that could be of use in the analysis. The questionnaires were usually completed in 40-45 minutes.

3.2.3 It was originally proposed that a random sample would be selected from class registers and a random number generator. This was not however possible for administrative reasons in schools, and the offer of mixed-ability tutor groups was accepted. These provided, at least theoretically, the full range of attitudes and abilities. In one school, however, even this was not possible, and the sample consisted of individuals of upper and lower abilities in approximately equal numbers.

3.3 The Analysis of Data

A copy of the main questionnaire can be found in Appendix II. Approximately 40 questionnaires were used for the compilation of coded responses to open questions. This information was stored on index cards, to which reference was made during the transfer of responses to data sheets for use with the Statistical Package for Social Scientists (Nie, Hull et al, 1975) in Oxford Polytechnic's Prime Computer. A complete analysis of the data is outside the remit of this report but is available for inspection.**

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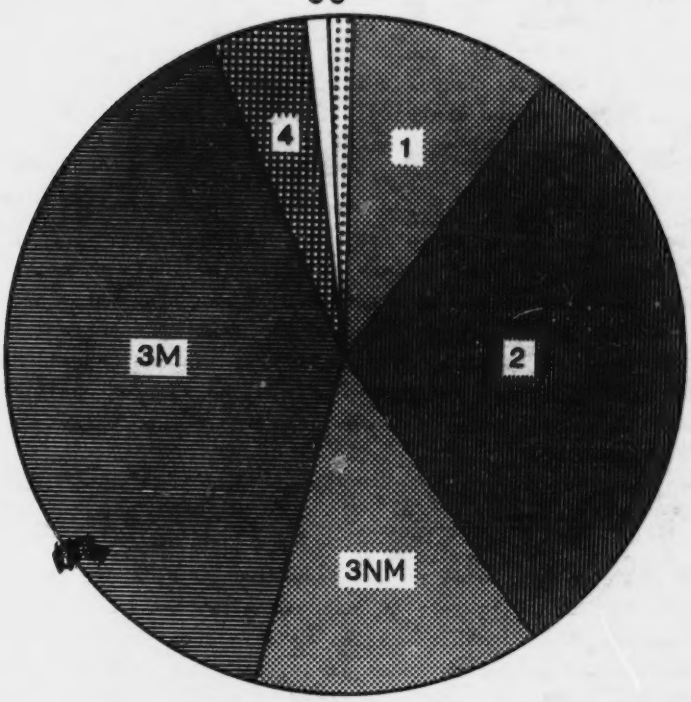
* South Oxfordshire Careers Service Statistics, (1983-84)

** It can be seen by contacting the author or the FEU Information Centre.



OCCUPATIONS

1 Professional Occupations	10%
2 Intermediate Occupations	30%
3 Skilled Occupations	
Non-Manual	14%
Manual	39%
4 Partly Skilled Occupations	5%
5 Unskilled Occupations	1%
6 Others	2%

Figure 3

Socio-economic group based on father's occupation (survey)

3.4 The Fifth-Form Sample

3.4.1 As expected with a rural environment, nearly half of the sample lived in a village, approximately 10% living more than five kilometres from the school. The study area is within relatively easy commuting distance of London, and, as stated in Chapter One, technology and science are significant providers of employment.

3.4.2 Respondents were asked to describe their fathers' work, and the results are contained in Figure 3.

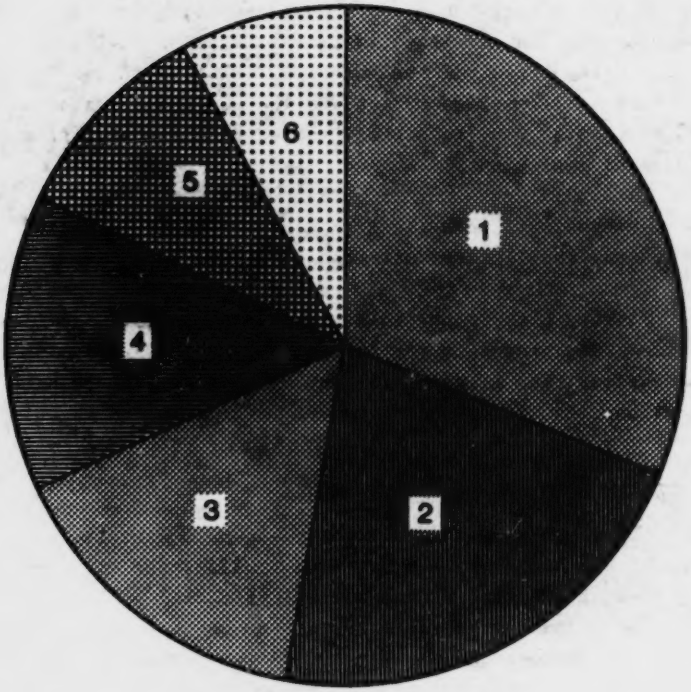
3.4.3 A very high proportion of mothers also work, at least part-time. The proposals for the school day in Oxfordshire to finish earlier than is generally the case may therefore have implications for the dissemination of information to parents.

Pre-16 Education

3.5.1 Although more than half of the sample definitely chose at least one wrong subject (Question 28) for the career they wanted at the time of the survey, virtually nobody liked the idea of a common timetable for all up to 16 years, a means by which all options can be kept open. Two-thirds in fact thought the end of the third year the best time to make choices about subject options - there is time to taste before, and time to concentrate for examinations after, were typical of reasons given.

3.5.2 When asked to comment on courses with specific vocational training starting in the fourth year, a large majority thought it a good idea, because it provides work experience and is a good taster - 'see what you think', and 'help you decide', were typical of comments. 'Might find you don't like it', was the most common response from those who thought it a bad idea.

3.5.3 Respondents were asked to rank those whom they thought helped most with advice on choice of subjects they were currently studying. Results are given in Figure 4. The importance of parents and teachers being better informed about



1 Parents	31%
2 Teachers	22%
3 Careers Teachers	15%
4 Friends	14%
5 Careers Service	8%
6 Others e.g. Self and siblings	10%

Figure 4

Sources of advice on subjects currently studied (March 1984) (survey)

course and career opportunities should not be overlooked, and methods could be investigated to develop further the awareness that these two groups have of career opportunities.

3.5.4 Fifth-formers' advice to third-formers about to choose subject options was clearly stated. In rank order the advice is:

1. Choose subjects you like or are good at.

2. Find out about jobs/careers, and what subjects are needed.

3. If you don't work hard and keep up, you will regret it later.

4. Find out as much as possible about each subject.

5. Take your time and don't be pushed around.

6. Keep open as many options as possible.

7. Study the options block carefully to check level of course.

*8. Concentrate on a narrow range of subjects.

*9. Concentrate on easy subjects.

*10. Take subjects because you like the teachers.

*11. Take a subject because a friend is taking it.

3.5.5 A comparison must be drawn between the seond most important piece of advice, and the suggested least helpful helpful source of information (ref 3.5.3). In view of the relevance of 13+ subject options to future career aspirations, in particular with the increasing popularity of pre-vocational

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* Statements 8 - 11 were considered bad advice by the respondents.

courses, the Careers Service may wish to reflect on its role at this stage. Within economic restraints it may wish, for example, to increase its role in co-ordinating the dissemination of information about subjects and career opportunities. It is perhaps more important for third-formers to know which doors close when a subject is dropped, rather than what is required for the specific career in which they may be interested at that particular stage. Some schools do address themselves to this problem, and present valuable information. Some schools are also much hampered by economic restraints in the range and permutation of options in their offer, and this must, in at least some instances, result in economic factors overriding sound educational decisions.

3.6 16+ Decisions

3.6.1 Of the two-thirds of respondents who had read their school booklet on sixth-form options, most found it helpful or very helpful, and a similar but higher response was given by those who had read the one from the college of further education. Of the total, only a quarter stated that they had read an Abingdon College of Further Education booklet. As this is the local college for the vast majority of 16+ students and courses, this low figure provides strong evidence that many fifth-formers do not have information about all courses (and institutions where there is overlap of provision) at the time when their post-16 options are under serious consideration.

3.6.2 Of those who suggested booklet improvements, nearly all wanted either more information, or increased clarity of presentation.

3.6.3 As with decisions concerning choice of present course, the survey showed that parents gave most help with advice about 16+ decisions, again followed by teachers (Figure 5). Careers teachers, friends, the career service, college of further education and, finally, others (radio, papers and possible employers) provided the lower ranks. Data showing the significance of parents and teachers in young people's decision-making process is consistent with results from other

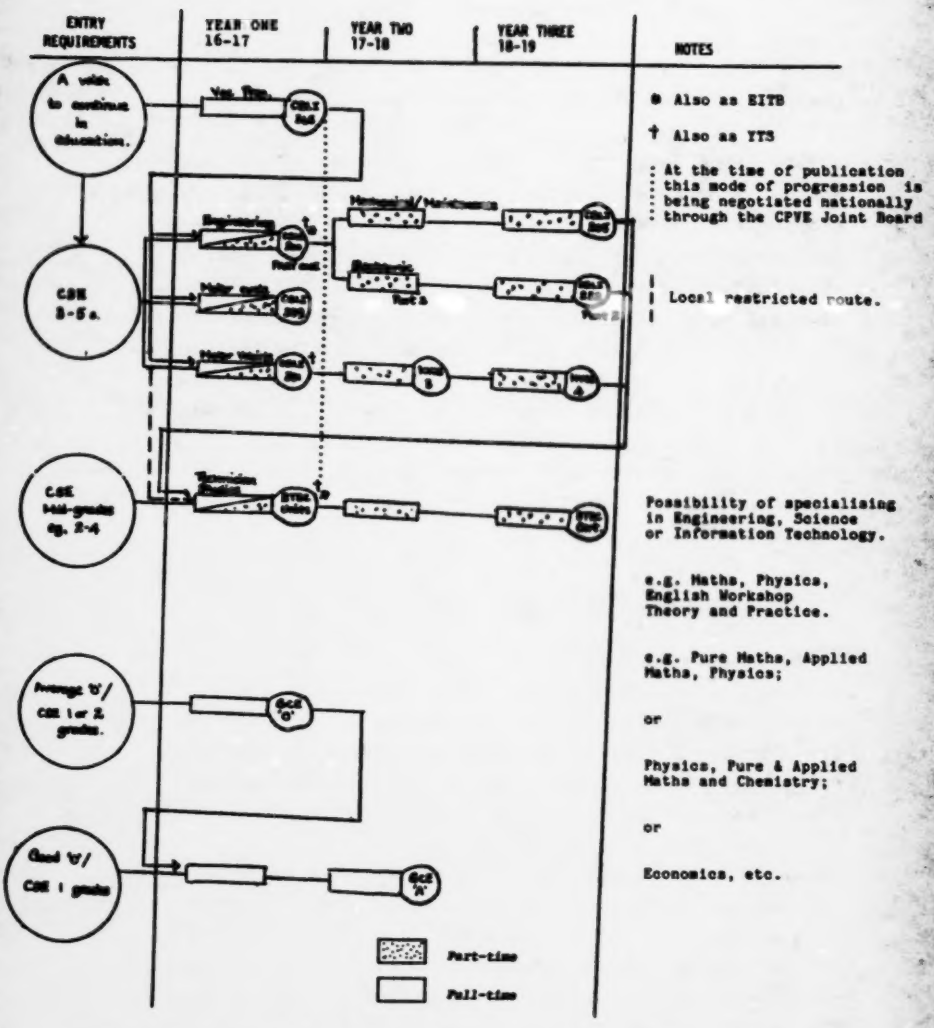
ENTRY REQUIREMENTS
YEAR ONE 16-17
YEAR TWO 17-18
YEAR THREE 18-19
NOTES
A wish to continue in education.
CSE 3-5s.
CSE Mid-grades eg. 2-4
Average 'O' / CSE 1 or 2 grades.
Good 'O' / CSE 1 grades
GCE 'O'
GCE 'A'
Part-time
Full-time
* Also as EITB
† Also as YTS
: At the time of publication this mode of progression is being negotiated nationally through the CPVE Joint Board
Local restricted route.
Possibility of specialising in Engineering, Science or Information Technology.
e.g. Maths, Physics, English Workshop Theory and Practice.
e.g. Pure Maths, Applied Maths, Physics;
or
Physics, Pure & Applied Maths and Chemistry;
or
Economics, etc.

FIGURE 13: Map of Provision (16-19) for Engineering Courses in the Study Area 83-84

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approach is a valuable aid to a person's decision-making process. Whilst many were not aware of available educational opportunities nor, rather suprisingly, the vocational area in which they would like employment, most pupils gave a firm prediction into which broad band of entry qualifications they would fall as a result of end-of-year examinations. This is, therefore, a useful point of access to information.

4.1.3 The collection of data for Figure 2(P.11) was a time-consuming process. Initial searches of school and college prospectuses provided limited information, and it was later discovered that discrepancies did exist between entry requirements in prospectuses and reality. The most accurate data was obtained from course and admissions tutors for each of the courses on offer. This is particularly relevant because market forces sometimes influence local decisions, and tutors are in the best position to assess this factor.

4.1.4 The collation and preparation of data was also time-consuming, and to be effective such maps do need to be updated regularly.

4.2 Mapping Vocational Areas

4.2.1 Maps with routes between courses (e.g. Figure 13) can be constructed for specific areas of education/training (Locke and Bloomfield). Although such maps may be of benefit to some young people who have an approximate idea of the type of career they want, they are difficult (impossible?) to construct in a way that is meaningful but not too complex.

4.2.2 Superimposing national criteria on local provision presents problems of equivalence which need to be addressed nationally. In times of much mobility the need for national bodies, who may see themselves in competition, to agree credits between their various courses has never been greater. The Certificate of Pre-Vocational Education may provide a unifying stimulus in this area.

4.2.3 Problems of complexity (many school leavers will not read them), equivalence, idiosyncrasies as a result of local

market forces, and the fact that most information in vocational maps is irrelevant to the individual fifth-former (i.e. above or below ability and aspirations) lead to the conclusion that this type of mapping is of limited value, and should not therefore be adopted.

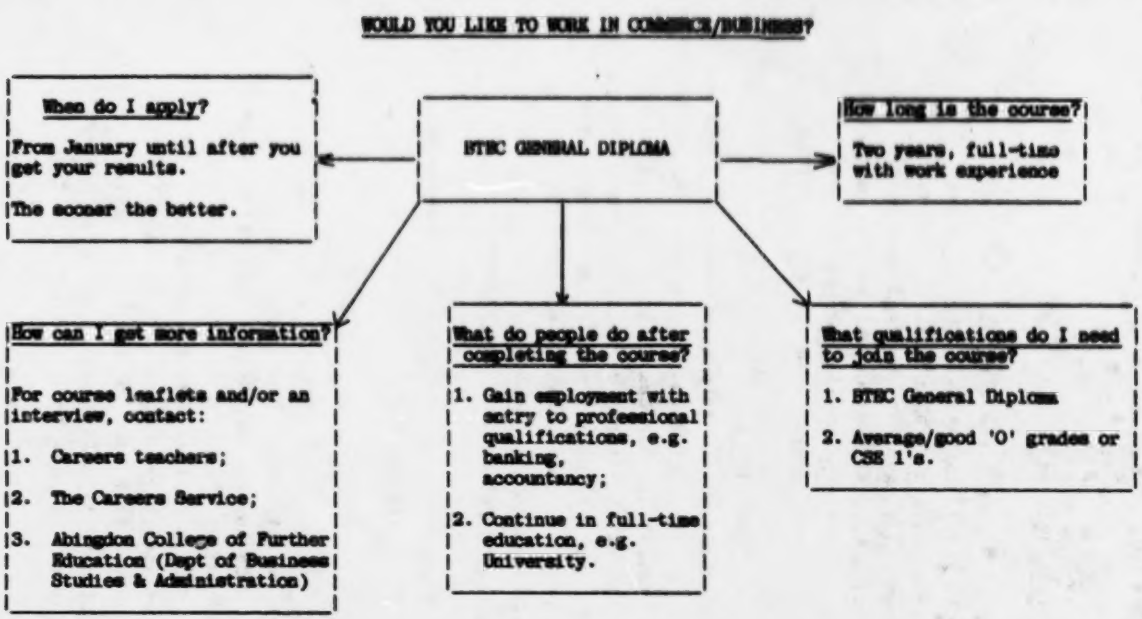
4.3. Maps as Planning Aids

4.3.1 Maps such as Figure 2 are a valuable aid in management at the levels of institution, co-operating institutions in one area, and local education authorities. An overview would immediately make obvious gaps in local provision, and if data on institutions which offer particular courses is included on the map, it may help to minimise unnecessary replication in co-ordinated inter-institutional programmes.

4.3.2 Recent additions to the Abingdon College of Further Education programme include the Extended Education Course for those with special needs, and the Health and Community Care Course for those wishing to enter a caring profession. Gaps filled by these courses were easily identified using a similar technique to Figure 2. Other gaps which may be considered by Oxfordshire Education Authority include full-time diploma couses in technology and perhaps science/information technology; hairdressing, which was one of the courses not on offer but popularly requested in the fifth-form survey, and other courses for those wanting a career in caring.

4.4. 'Adverts'

4.4.1 To retain clarity, maps must provide limited information about each course, but before young people can make meaningful decisions they must have access to more information. There is a balance between the quantity of information in the literature and its presentation. Some college prospectuses contain much valuable information, but if young people cannot readily extract the key facts they want, it is of limited value - at least to this group of clients!


WOULD YOU LIKE TO WORK IN COMMERCE/BUSINESS?
When do I apply?
From January until after you get your results.
The sooner the better.
BTEC GENERAL DIPLOMA
How long is the course?
Two years, full-time with work experience
How can I get more information?
For course leaflets and/or an interview, contact:
1. Careers teachers;
2. The Careers Service;
3. Abingdon College of Further Education (Dept of Business Studies & Administration)
What do people do after completing the course?
1. Gain employment with entry to professional qualifications, e.g. banking, accountancy;
2. Continue in full-time education, e.g. University.
What qualifications do I need to join the course?
1. BTEC General Diploma
2. Average/good 'O' grades or CSE 1's.

BEFORE you make decisions about your future SEEK ADVICE from e.g. parents, class and careers teachers, the South Oxfordshire Careers Service, college staff, possible employers, etc.

Figure 14. Graphic presentation of key questions asked by fifth-formers about full-time courses at 16+ (Advert D). An example.

4.4.2 During discussions with careers officers it became apparent that a number of questions are frequently asked about post-16 educational opportunities. These are:

i) How long is the course?
ii) What are the entry qualifications?
iii) What are the qualifications at the end?
iv) What do people do after? (e.g. job prospects).
v) When do I apply?
vi) Where can I get more information?

Data in answer to these questions was obtained for all full-time courses in the study area. Initially these were to be presented as 'advertisements' in a 'newspaper', but this idea was discarded because the wrapping rather than content might influence decisions.

4.4.3 Four presentations of information about courses were included in the questionnaire (See Appendix II) and the views of students were elicited. The graphic presentation of Advert D (Figure 14) was considered by respondents to be the easiest to understand, the easiest to remember, and was ranked 'one', as the best of the four presentations.

4.4.4 Graphic presentations using the format of Figure 14 were produced for all courses in the study area, and piloted at a parents' evening, open day and careers convention. Although the attitudes of young people, parents, teachers and employers were not surveyed quantitatively, a subjective impression of welcome was given.

4.4.5 The overview map of provision and 'adverts' are two of three levels of information about opportunities that should be available. A third level consists of course and/or subject leaflets.

4.4.6 Course leaflets should contain greater detail of each course, for example, presence or absence of work experience; amount, if any, of practical work; forms of assessment, etc. They should also contain more detailed information about careers or further course opportunities.

Course leaflets should, therefore, be the product of close liaison between course tutors and the careers service.

4.4.7 Little value is gained in all information being available to all fifth-formers. At best it is confusing; at worst it is ignored. The proposed system of overview map, 'advert' and course leaflet allows individuals to delve deeper into those areas which interest them and best suit their needs.

4.4.8 Another advantage of this system is that graphic data can be presented as posters, handouts, overhead transparencies, etc. From an institutional viewpoint, individuals representing an institution have immediate access to information about all courses, and not just perhaps those from one department. This is of particular importance at careers conventions, open days, parents' evenings, etc. and when staff from post-16 institutions talk to fifth-formers in schools.

4.4.9 If data in the format proposed above was computerised, the young people and others would be able to access that data, for example, in school libraries or careers rooms, careers offices, the local library etc. This should not, of course, replace good careers guidance, but could provide a better informed client group, which would improve the value of the guidance.

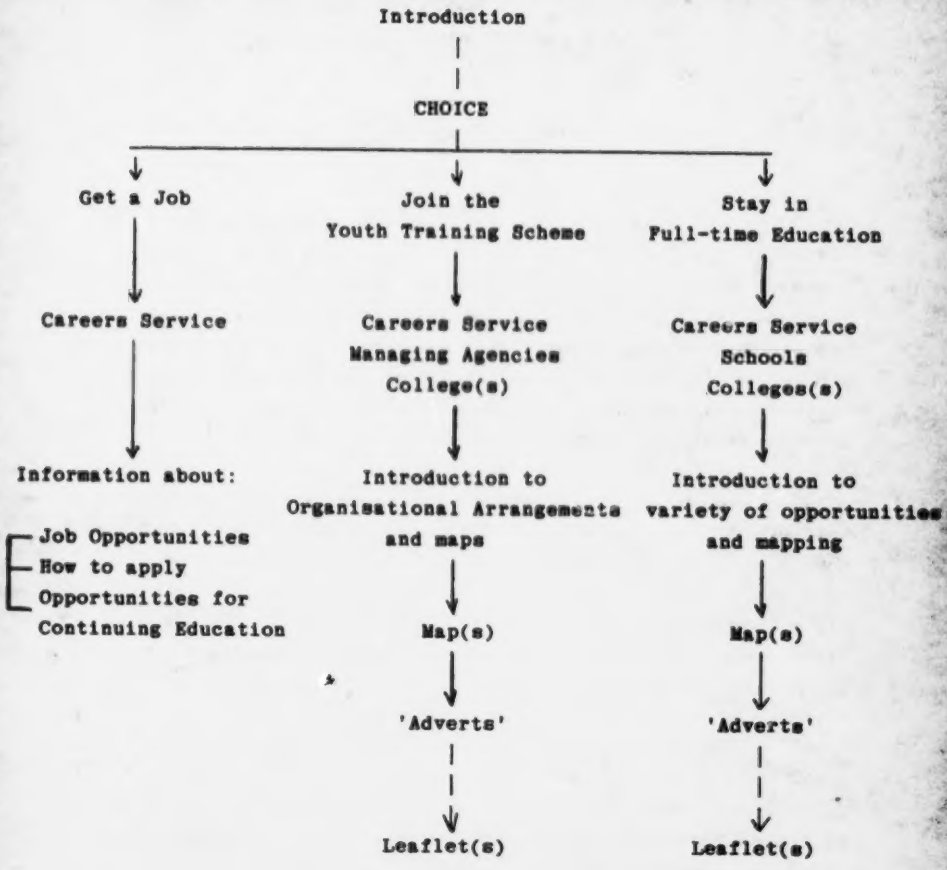


Figure 15. Summary of proposal for 16+ publicity literature. The 'adverts' may be tabulated or in graphic form.

CHAPTER FIVE

RECOMMENDATIONS FOR 16+ PUBLICITY

5.0 This chapter takes the form of recommendations summarised in Figure 15 to enable young people and others to access clearly presented, comprehensive information about local post-16 opportunities. Much of this information may be contained in a single booklet. Recommendations for course publicity are based on three levels of access, namely map, 'advert' and leaflet, each providing increasingly more detail for the enquiring fifth-former.

5.1.1 The booklet recommended includes an introductory section which outlines theoretical choices, namely, to:

(i) get a job
(ii) join the Youth Training Scheme (perhaps (i) and(ii) combined or
(iii) continue in full-time education.

5.1.2 Realistic, up-to-date information about jobs, how to apply for them and possibilities for continuing in part-time education form this section of the booklet. Its compilation is either the full responsibility of the careers service, or the result of close liaison with the service.

5.1.3 The next section includes details of opportunities on local Youth Training Schemes. The careers service, managing agencies, and the local college of further education liaise over the presentation of this section, which includes a map and 'advert' similar to Figures 2 and 14 but for YTS. It may be necessary to produce a separate booklet of YTS provision, but the advantages of its inclusion with full-time opportunities should not be overlooked.

5.1.4 After an introduction which includes a brief explanation, the next section consists of a map similar to

Figure 2. Against each full-time course there is a page reference to an 'advert' which contains answers to frequently asked questions about that course (Figure 14).

5.2 The map and 'adverts' only outline the courses on offer. Although young people want more information, if presented at this stage it would clutter the presentation and turn many away. The map and 'adverts' are, therefore, tasters which are designed to stimulate a hunger for more specific information.

5.3 The specific information is contained in separate course leaflets. Details may include forms of assessment, opportunities for work experience and/or practical work, etc. together with comprehensive information about careers and further educational opportunities. Liaison between the careers service and course tutors is essential during the compilation of these leaflets, which should be available from careers teachers, the careers service, local college of further education, and libraries.

5.4 To ensure that information reaches its main target of <u>all</u> fifth-formers in an area, it is recommended that seminars or talks on choice and opportunity be given by careers officers and careers teachers, with an input from sixth-form tutors and admissions tutors from the local college of further education. The middle term of the last year of compulsory education is probably the most advantageous time for such events.

5.5 The publication of this literature is the responsibility either of area boards where they exist or of the education authority directly. It is certainly recommended that the authority monitor carefully and critically this process to ensure its success.

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APPENDIX

I

(Tables of Questionnaire Results)

TABLE 1. A Summary of Pupil Numbers and Staying-on Rates (September 1983) for Secondary Schools Co-operating in the Study

Forecast for 1990 are in brackets.

SCHOOL	TOTAL ON ROLL	15+	16+	17+	STAYING-ON RATES 15-16	16-17
ABINGDON						
Fitzharry's	1008 (877)	207 (163)	67 (50)	30 (34)	33 (33)	59 (60)
John Mason	1050 (1071)	200 (182)	72 (75)	47 (45)	36 (40)	55 (60)
Larkmead	1108 (892)	194 (181)	63 (55)	43 (35)	30 (32)	61 (60)
DIDCOT						
County Girls'	1018 (934)	206 (168)	78 (76)	53 (36)	41 (42)	56 (55)
St Birinus	878 (913)	184 (157)	40 (58)	35 (32)	23 (33)	57 (57)
WANTAGE						
Wantage School	2332 (1817)	428 (313)	183 (152)	136 (119)	43 (45)	65 (75)

(Data from the Research and Intelligence Unit, Oxfordshire County Council, October 1983)

TABLE 2. Destination of Young People who left School in the Study Area in June 1983.

All figures are percentages

TOWN	EMPLOYMENT (not YTS)	YOUTH TRAINING SCHEME	SIXTH FORM	COLLEGE OF FURTHER EDUCATION	REGISTERED AT THE CAREERS OFFICE	DESTINATION UNKNOWN
Abingdon	12	11	31	12	11	23
Didcot	18	16	31	12	6	17
Wantage	13	18	35	8	10	16
Mean	14.3	15.0	32.3*	10.7**	9.0	18.7

(Data from South Oxfordshire Careers Service 1984)

* Oxfordshire 24.7% and England 24.1% (Data for 1980/81 from DES Stats Bulletin 12/83)

** Oxfordshire 13.9% and England 15.1%

TABLE 3. ANTICIPATED EXAMINATION RESULTS (refer to Figure 6)

	Frequency	%
1 No CSE/'O' grades	8	4
2 CSE 3-5 grades	23	10
3 CSE mid-grades	63	28
4 Average 'O'/CSE 1 or 2 grades	66	29
5 Good 'O'/CSE 1 grades (e.g. 4 or more subjects)	67	29
TOTAL:	227	100

TABLE 4. POST-16 ASPIRATIONS IN MARCH 1984 (Survey)

	Have you applied or will you apply:					
	(a) for a job (not YTS?)		(b) to join the YTS?		(c) to continue in full-time education?	
	Frequency	%	Frequency	%	Frequency	%
YES	100	(46.3)	31	(14.0)	133	(60.4)
NO	83	(38.4)	149	(67.4)	58	(26.4)
DON'T KNOW	33	(15.3)	41	(18.6)	29	(13.2)
VALID CASES	216	(100.0)	221	(100.0)	220	(100.0)

TABLE 5. OCCUPATIONAL TRAINING FAMILIES AND RESPONSES TO QUESTIONS ABOUT THEM (%)

OCCUPATIONAL TRAINING FAMILY	In which area of work would you like to be?				What do you hope to be doing in:			
	First Choice		Second Choice		3 years?		7 years?	
1. Administration, Clerical, Office	53	(24.8)	26	(13.2)	52	(24.3)	48	(24.0)
2. Agricultural, Horticultural, Forestry, Fisheries	16	(7.5)	10	(5.1)	12	(5.6)	13	(6.5)
3. Craft and design	25	(11.7)	26	(13.2)	11	(5.1)	14	(7.0)
4. Installation, Maintenance, Repair	14	(6.5)	11	(5.6)	16	(7.5)	14	(7.0)
5. Technical and Scientific	17	(7.9)	26	(13.2)	14	(6.5)	21	(10.5)
6. Manufacturing and Assembly	1	(0.5)	9	(4.6)	0	-	1	(0.5)
7. Processing	0	-	4	(2.0)	0	-	0	-
8. Food Preparation and Services	10	(4.7)	16	(8.1)	5	(2.3)	8	(4.0)
9. Personal Services and Sales	15	(7.0)	18	(9.1)	17	(7.9)	20	(10.0)
10. Community and Health Services	15	(7.0)	21	(10.7)	11	(5.1)	8	(4.0)
11. Transport Services	4	(1.9)	8	(4.1)	4	(1.9)	8	(4.0)
12. Others, including Teaching, Police and Armed Forces	44	(20.6)	22	(11.2)	22	(10.3)	33	(16.5)
13. Studying/University	-	-	-	-	42	(19.6)	2	(1.0)
14. Don't Know	-	-	-	-	8	(3.7)	10	(5.0)
VALID CASES	214		197		214		200	

TABLE 6. VIEWS ON THE YOUTH TRAINING SCHEME

	No. of Cases	Agree/ Strongly Agree	Don't Know	Disagree/ Strongly Disagree
(a) YTS provides good work experience	225	65	26	9
(b) YTS is only for those who don't know what they want to do	225	21	25	53
(c) YTS provides employers with cheap labour	225	70	21	9
(d) YTS increases your chances of getting a job	223	47	31	22
(e) YTS provides a job at the end	224	7	32	61
(f) YTS is only for those without good CSE/'O' level results	225	17	22	61
(g) YTS provides no qualifications at the end	222	27	39	35
(h) YTS will replace the first year of apprenticeship	221	22	58	20

TABLE 7. A LIST OF OPPORTUNITIES AT 16+ AND THE INTERESTS OF FIFTH-FORMERS (%)

Question No. (B)		No. of Cases	Definitely Yes/Yes	Don't Know	Definitely No/No
4	Get a job as soon as possible	226	46	17	38
5	Join the Youth Training Scheme	230	14	22	65
-	Join one of the following full-time courses:				
6	Vocational Preparation (General)	209	5	36	59
7	Clerk/Receptionist	223	25	14	61
8	Catering	223	21	20	59
9	Motor Cycle	221	21	13	66
10	Motor Vehicle	221	24	13	63
11	Engineering Craft Studies	220	20	13	67
12	Technician Studies	219	16	22	63
13	Health & Community Care	220	16	17	66
14	Preliminary Course in Art/Design	220	21	12	66
15	Shorthand/Typist	220	22	14	65
16	BTEC General Diploma	219	17	24	58
17	CSE/GCE 'O' level	218	30	19	51
18	GCE 'O' level/CSE	220	29	15	56
19	Secretarial (2 years)	220	19	14	67
20	GCE 'O'/'A' levels	220	35	18	47
21	BTEC National Diploma	214	18	25	57
22	GCE 'A' level	215	37	13	50
23	Secretarial (1 year)	211	20	13	67

TABLE 8. PROPOSED FULL-TIME COURSE OF STUDY (Question C85)

Code (a)	Name of Course	Absolute Frequency	Relative Frequency (% of total)	Adjusted Frequency (% of completed cases)
2	Don't Know	4	1.7	3.1
6	Vocational Preparation	2	0.9	1.5
7	Clerical Receptionist	1	0.4	0.8
8	Catering	7	3.0	5.4
9	Motor Cycle	2	0.9	1.5
10	Motor Vehicle	0	-	-
11	Engineering Craft Studies	1	0.4	0.8
12	Technician Studies	1	0.4	0.8
13	Health & Community Care	1	0.4	0.8
14	FQC Art/Design	2	0.9	1.5
15	Shorthand/Typing	2	0.9	1.5
16	BTEC General Diploma	3	1.3	2.3
17	CSE-GCE 'O' levels	6	2.6	4.6
18	GCE 'O'-CSE	6	2.6	4.6
19	Two year Secretarial	5	2.1	3.8
20	GCE 'O'/'A' level	6	2.6	4.6
21	BTEC National Diploma	8	3.4	6.2
22	GCE 'A' level	43	18.5	33.1
23	One year Secretarial	4	1.7	3.1
24	Others	26	11.2	20.0

Missing cases - 103

(b) Analysis of Code 24 'Other Courses' produced the following data:

(i)	Business Studies	7	3.0	5.4
(ii)	Hairdressing	5	2.1	3.8
(iii)	6th form	4	1.7	3.1

Single entries included Agriculture Secretary; DATEC; Medical Receptionist; TEC Clothing Diploma; Theatre Studies; Social Work; Building, and pre-nursing courses.

TOWARDS 16+

QUESTIONNAIRE

Your help is needed in research into the range of courses offered to 16+ students in schools/colleges in the area, and how information about these can be clearly presented to young people. Please complete this questionnaire as fully as you can. It is most important that I have this information which, I hope, will help others like you to make the right choice at 16+.

Your comments will be confidential and completed questionnaires will not be seen by teachers.

I would like your name because it may be needed for a follow-up study next year. However, if you don't wish to give it, or complete 14-17, then just leave them out - but please fill in the rest.

If there are other questions that you think I should ask and if you have any other comments, please write them on the back of the questionnaire.

Many thanks for your help and good luck for the future.

Ray Strugnell

February 1984

SECTION A

1-3 Your name .....

4 Your present school *(Please tick)*

Didcot Girls'	☐	1	St Birinus	☐	5
Fitzharrys	☐	2	Wantage - Icknield	☐	6
John Mason	☐	3	Wantage - King Alfred's	☐	7
Larkmead	☐	4	Wantage - Segsbury	☐	8

5-10

11 Date of birth ☐☐☐ 11 Male ☐ 1 Female ☐ 2 *(Please tick)*

12-13 B Town or village in which you live .....

14-15 B If you have a father who is working, please describe, briefly, his job:-

.....

.....

16-17 B If you have a mother who is working, please describe, briefly, her job:-

.....

.....

Please write down the number of older brothers and sisters (if any) in each box.

		1 At work	2 On the Youth Training Scheme	3 In a school sixth form	4 At College (not YTS)	5 None of these
18-22	Brother(s)					
23-27	Sister(s)					

Most of you had to choose subjects at the end of the third year (some at the end of the second year). The options you chose then may influence your choice now.

28 Which comment do you most agree with? *(Please tick one box)*

1 I definitely chose the right subjects at 13+ (12+) for the career I now want; 1 ☐

2 I definitely chose at least one wrong subject at 13+ (12+) for the career I now want; 2 ☐

3 I do not know what sort of career I want. 3 ☐

29 When is the best time to make choices about subject options?

1 At the end of the first year? 1 ☐

2 At the end of the second year? 2 ☐

3 At the end of the third year? 3 ☐

4 At the end of the fourth year? 4 ☐

5 At the end of the fifth year (ie, all take the same subjects to 16+?) 5 ☐

30 If, at the end of the third form, you could have chosen a course which was designed to train you with work experience for a specific job, eg, engineering or office work, do you think it would:-

1 be a good thing? ☐

2 be a bad thing? ☐ *(Please tick)*

3 make little or no difference? ☐

31 B Please give a reason .....

.....

Who helped most with advice about subjects studied this year? Rank in order (eg, 1 = the most helpful; 2 = less helpful, etc). You need not rank all sources.

	Source	Rank Order Number
32	Parents	
33	Friends	
34	Teachers	
35	Careers Teachers	
36	Careers Service	
37	Others (Name)	
38		

In your opinion, how good is the following advice for third (second) formers about to choose their subject options?

		1 Very Good	2 Good	3 Average	4 Bad	5 Very Bad
39	Choose subjects you like or are good at;					
40	Concentrate on a narrow range of subjects, eg, for engineering or office work;					
41	Keep open as many options as possible;					
42	Concentrate on "easy" subjects;					
43	Take subjects because you like the teachers;					
44	Find out as much as possible about each subject;					
45	Find out about jobs/careers and what subjects are needed;					
46	Take your time and don't be pushed around;					
47	Study the options block carefully to check level of course (eg, O/CSE/non exam);					
48	If you don't work hard and keep up you will regret it later;					
49	Take a subject because a friend has taken it.					

50 B Is there any other advice you would give? .....

.....

51 Have you read your School's booklet on 6th form options and careers choice?

Yes ☐ 1 *(Please tick)*

No ☐ 2 If NO, please go to 55

52-53 B Please name the booklet .....

54 Was the booklet:-

very helpful? ☐ 1

helpful? ☐ 2 *(Please tick)*

not very helpful? ☐ 3

55 Have you read your local College(s) of Further Education's booklet(s) on courses available to 16 year olds?

Yes ☐ 1 *(Please tick)*

No ☐ 2 If NO, please go to 60

56-57 B Please name the booklet(s) (i) .....

.....

(ii) .....

.....

58 Were the booklets:-

	(i)	(ii)	
very helpful?	☐	☐	1
helpful?	☐	☐	2 *(Please tick)*
not very helpful?	☐	☐	3

59 B Please suggest how named booklets could be improved .....

.....

.....

.....

60-67 Please study the four "adverts" attached. They all contain the same information about one course offered in this area. (There are "adverts" for the twenty or so other courses which are on offer to 16 year olds. As well as the "adverts", course leaflets, with more detailed information, should be available if you ask for them.)

60 B What information, other than that in the "adverts" would you like before you decide to get a course leaflet?

.....

.....

.....

61 B What other information do you need before you decide what to do next September?

.....

.....

.....

62 Please study the four "adverts" again. In your opinion, which of the four gives information in the easiest way for you to understand?

A B C D

☐ ☐ ☐ ☐

1 2 3 4 *(Please tick one box)*

63 In your opinion, which of the four "adverts" gives information in the easiest way for you to remember?

A B C D

☐ ☐ ☐ ☐

1 2 3 4 *(Please tick one box)*

Rank the "adverts" in order, ie, 1 for the 'best', 4 for the 'worst'.

	Advert	Rank Number
64	A	
65	B	
66	C	
67	D	

68 Have you enough information already this year to decide from all the alternatives what you want to do next September?

Yes ☐ 1

No ☐ 2 *(Please tick)*

Don't know ☐ 3

62

69 Which of the following bands (groups) of results do you expect to get in the summer examinations?

1	No CSE/'O' grades	☐	1
2	CSE 3-5 grades	☐	2
3	CSE mid-grades	☐	3
4	Average 'O'/CSE 1 or 2 grades	☐	4
5	Good 'O'/CSE 1 grades (eg, 4 or more subjects)	☐	5

(Please tick one box)

70-73 Which of the following areas of study and/or work would you like to be in? Please tick first and second choices.

Areas of Work		70-71 First Choice	72-73 Second Choice
01	Administrative, clerical, office		
02	Agriculture, horticulture, forestry, fisheries		
03	Craft and design		
04	Installation, maintenance, repair		
05	Technical and scientific		
06	Manufacturing and assembly		
07	Processing		
08	Food preparation and services		
09	Personal services and sales		
10	Community and health service		
11	Transport services		
12	Others (state)		

SECTION B

Below is a list of opportunities which may be available to students at the end of their fifth year. For each please tick the box which best suits your own views.

		1 Definitely Yes	2 Yes	3 Don't Know	4 No	5 Definitely No
04	get a job as soon as possible;					
05	join the Youth Training Scheme;					
	join one of the following full-time courses:-					
06	Vocational Preparation (General);					
07	Clerk/Receptionist;					
08	Catering;					
09	Motor Cycle;					
10	Motor Vehicle;					
11	Engineering Craft Studies;					
12	Technician Studies;					
13	Health and Community Care;					
14	Preliminary Course in Art/Design;					
15	Shorthand/Typist;					
16	BTEC General Diploma;					
17	CSE/GCE 'O' level;					
18	GCE 'O' level/CSE;					
19	Secretarial (2 years);					
20	GCE 'O'/'A' levels;					
21	BTEC National Diploma;					
22	GCE 'A' levels;					
23	Secretarial (1 year)					

24 B If there is something else (not listed above) that you would prefer to do, please write about it here:

.....

.....

25 How many courses (listed in the previous question) do you have enough information about to decide if you want to join the course?

1	2	3	4	5
All	Many	About half	Few	None

(Please tick)

26 B Please write down the names of those courses about which you would like to find out more information.

.....

27-28 Please study the table of JIIGCAL interest types (table 1). Which two interest types suit you best?

	27 First Choice	28 Second Choice
Type: 1 Practical;		
2 Natural;		
3 Economic;		
4 Artistic;		
5 Social Service;		
6 Literary.		

(Please tick TWO boxes only)

If there are courses in columns 4 - 24 which you feel suit your JIIGCAL interest types, please give them.

29 B First choice .....

30 B Second choice .....

31 B If you have decided to try to get a job rather than stay in full-time education, give the main reason for your decision.

.....

32 In your opinion, would taking a course at 16+:-

1	increase your chances of getting the job you want?	1
2	decrease your chances of getting the job you want?	2
3	make little or no difference?	3
4	I don't know.	4
5	I don't know what job I want.	5

(Please tick)

TABLE 1 JIIGCAL INTEREST TYPES (A GUIDE TO AREAS OF WORK)

TYPE 1 PRACTICAL	INTEREST IN PRACTICAL WORK, MAKING THINGS WITH YOUR HANDS. APPLIES TO WOODWORK, METALWORK AND ALSO TO MECHANICS, ENGINEERING SCIENCE AND PHYSICS.
TYPE 2 NATURAL	PEOPLE WITH THIS INTEREST ENJOY WORKING WITH LIVING THINGS. THIS INCLUDES FARMING, FORESTRY, GARDENING, NATURE STUDY AND LOOKING AFTER ANIMALS. ALSO APPLIES TO SCIENCES LIKE BIOLOGY AND SOME KINDS OF CHEMISTRY.
TYPE 3 ECONOMIC	THIS IS AN INTEREST IN BUSINESS AND MANAGEMENT. IT CAN INVOLVE ADMINISTRATION, CLERICAL AND SECRETARIAL WORK, OR SELLING.
TYPE 4 ARTISTIC	THIS COVERS THE VISUAL ARTS LIKE DRAWING, PAINTING, DESIGN AND SCULPTURE AS WELL AS CRAFTS LIKE POTTERY, ENGRAVING, WEAVING.
TYPE 5 SOCIAL SERVICE	THIS IS AN INTEREST IN WORKING WITH PEOPLE IN NEED; FOR EXAMPLE, OLD PEOPLE, THOSE WHO ARE ILL OR HANDICAPPED OR HOMELESS.
TYPE 6 LITERARY	THOSE WHO HAVE THIS INTEREST ENJOY THINGS LIKE WRITING, ACTING, JOURNALISM AND ENTERTAINING PEOPLE. THEY ALSO LIKE WORK WHERE THEY CAN MEET AND TALK TO PEOPLE.

In deciding what to do at 16+, who has helped most with advice/information? Rank in order, eg, 1 = most helpful; 2 = less helpful, etc. You need not rank all sources.

	Source	Rank Number
33	Parents	
34	Friends	
35	Teachers	
36	Careers Teachers	
37	Careers Service	
38	College of Further Education	
39	Others (name, eg, conventions)	

What type of work would you like to be doing in:-

40 B three years from now? .....

41 B seven years from now? .....

42 When you get a job, how far do you expect to travel from home?

1 Less than 5 km (3 miles) ☐ 1

2 Between 5 km and 30 km (3 to 20 miles) ☐ 2 *(Please tick)*

3 More than 30 km ☐ 3

What are your views on the following statements? Please give a reason for each of your answers.
(Leave the space blank if you can't think of one!)

		1 Strongly Agree	2 Agree	3 Don't Know	4 Disagree	5 Strongly Disagree
43	All 16-19 year olds in a job should be allowed to continue in education part-time.					
44	B Reason:					
45	All 16-17 year olds in a job should be made to continue in education part-time.					
46	B Reason:					
47	All school leavers without a job should be offered a year of education/training.					
48	B Reason:					
49	All school leavers without a job should be made to follow a year of education/training.					
50	B Reason:					
51	If in a job, I would gain nothing from continuing in education part-time.					
52	B Reason:					
53	If in a job, my promotion prospects would improve by staying in education part-time.					
54	B Reason:					
55	If in a job, the employer would benefit from my staying in education part-time.					
56	B Reason:					
57	Work experience is essential to get a job these days.					
58	B Reason:					

What are your views on the following statements about the Youth Training Scheme?

		1 Strongly agree	2 Agree	3 Don't know	4 Disagree	5 Strongly Disagree
59	YTS provides good work experience.					
60	YTS is only for those who don't know what they want to do.					
61	YTS provides employers with cheap labour.					
62	YTS increases your chances of getting a job.					
63	YTS provides a job at the end.					
64	YTS is only for those without good CSE/'O' level results.					
65	YTS provides no qualifications at the end.					
66	YTS will replace the first year of apprenticeship.					
67	Any other views?					

.....

.....

.....

.....

68 Have you applied or will you apply to join the YTS?

1	Yes	☐	1
2	No	☐	2 (Please tick)
3	Don't know	☐	3

If NO or DON'T KNOW, please go to 73

If YES please give:-

69 B employer's name or College/Course .....

70 Have you been accepted? Yes ☐ 1
No ☐ 2 (Please tick)
Don't know ☐ 3

71 B Who recommended YTS to you? .....

72 Has the money paid to trainees influenced your decision:-

1	a lot?	☐	1
2	not a lot?	☐	2 (Please tick)
3	not at all?	☐	3

73 Have you applied, or will you apply, for a job not part of the YTS?

1	Yes	☐	1
2	No	☐	2 (Please tick)
3	Don't know	☐	3

If NO or DON'T KNOW, please go to 4-18, Section C

If YES please give (latest application)

74 B employer's name .....

75 have you been offered the job? Yes ☐ 1
No ☐ 2 (Please tick)
Don't know ☐ 3

76 Would the employer let you go to College to study part-time?

Yes ☐ 1
No ☐ 2 (Please tick)
Don't know ☐ 3

SECTION C

4-18 If you stay in full-time education, which extra activities would you like to follow if you had the chance? (For sport, see 19-37)

		1 Definitely Yes	2 Yes	3 Don't know	4 No	5 Definitely No
04	None at all					
05	Drama					
06	Music					
07	Pottery					
08	Art					
09	Needlecraft					
10	Cookery					
11	Computing					
12	Electronics					
13	Photography					
14	Typing					
15	Motor Cycle/vehicle maintenance					
16	Chess					
17	Community Service					
18	B Others (please name)					

.....

.....

19-37 If you stay in full-time education, which sports would you like to follow if you had the chance?

		1 Definitely Yes	2 Yes	3 Don't know	4 No	5 Definitely No
19	none at all					
20	athletics					
21	archery					
22	badminton					
23	basketball					
24	cricket					
25	darts					
26	hockey					
27	netball					
28	roller skating					
29	rugby					
30	snooker					
31	soccer					
32	squash					
33	swimming					
34	tennis					
35	trampolining					
36	volley ball					
37	weight lifting					

60 B Others (please name) .....

.....

38-63

You may choose between going into a School Sixth Form or going to a College of Further Education. Before you choose, you should find the answers to at least some of the questions below.

Please tick whether you think it important or not to have the answers to each of the following questions before you make your decision.

		1 Important	2 Don't know/care	3 Not important
38	Do I know about all the courses for which I can apply?			
39	Is the course that interests me offered in more than one place?			
40	How far is the place from home?			
41	Will I get free transport?			
42	Do I want to stay in the place I know?			
43	Will I be with friends?			
44	Will I have more opportunity to make new friends?			
45	Are the teachers well qualified?			
46	Have the teachers experience of work outside of teaching?			
47	Will the teachers take an interest in me and my work?			
48	Do many people go on to University or Polytechnic?			
49	Does the place provide good information about careers?			
50	What are the sports facilities like?			
51	What are the liberal/general studies and tutorials like?			
52	What do my parents recommend?			
53	Why do my parents recommend that?			
54	What do my teachers at school recommend?			
55	Why do my teachers recommend that?			
56	Are there opportunities to learn about and use computers?			
57	Is there an opportunity for work experience?			
58	Will I get paid?			
59	Will it improve my chances of getting a job after?			

60-62 B

63 B Are there any other questions that you consider important to ask before you make any decisions?

.....

.....

70

64 Have you applied, or will you apply, for a full-time course at school or college (eg 'A' levels) for September next?

Yes	☐	1
No	☐	2
Don't know	☐	3

(Please tick)

If NO or DON'T KNOW please go to 71

65 B If YES please name the course .....

66 B Why did you choose this course? .....

.....

67 Is the course offered in more than one local school/college?

Yes	☐	1
No	☐	2
Don't know	☐	3

(Please tick)

If NO or DON'T KNOW please go to 71

68 B If YES please name the schools/colleges .....

.....

69 B Please name the school/college you have chosen .....

.....

70 B Why have you chosen this school/college? .....

.....

71 B If you do not get the examination results you need, what will you do? .....

.....

72 B If you are still not sure what you want to do from September next, please tick the box and write down what you plan to do to help you decide.

☐ .....

Thank you for your help.

Ray Strugnell.

71

WOULD YOU LIKE TO WORK IN COMMERCE/BUSINESS?

BTEC GENERAL DIPLOMA

How long is the course?

One year full-time with work experience.

What qualifications do I need to join the course?

Mid-grades CSE.

What do people do after completing the course?

(1) Gain employment as general clerical workers;

(2) Continue in full-time education/training.

When do I apply?

From January until after you get your results. The sooner the better.

How can I get more information?

For course leaflets and/or an interview, contact:-

(1) Careers teachers;

(2) The Careers Service;

(3) Abingdon College of Further Education (Department of Business Studies and Administration)

BEFORE you make decisions about your future SEEK ADVICE from, eg, parents, class and careers teachers, the Careers Service, College of Further Education, employers, etc.

WOULD YOU LIKE TO WORK IN COMMERCE/BUSINESS?

BTEC

GENERAL

DIPLOMA

How long is the course?

One year full-time with work experience.

What qualifications do I need to join the course?

Mid-grades CSE.

What do people do after completing the course?

(1) Gain employment as general clerical workers;

(2) Continue in full-time education/training.

When do I apply?

From January until after you get your results. The sooner the better.

How can I get more information?

For course leaflets and/or an interview, contact:-

1 Careers teachers;

2 The Careers Service;

3 Abingdon College of Further Education (Department of Business Studies and Administration).

BEFORE you make decisions about your future SEEK ADVICE from, eg, parents, class and careers teachers, the Careers Service, College of Further Education, employers, etc.

WOULD YOU LIKE TO WORK IN COMMERCE/BUSINESS?

BTEC GENERAL DIPLOMA

How long is the course?

One year full-time with work experience

What qualifications do I need to join the course?

Mid-grades CSE

What do people do after completing the course?

1 Gain employment as general clerical workers.

2 Continue in full-time education/ training.

When do I apply?

From January until after you get your results. The sooner the better.

How can I get more information?

For course leaflets and/or an interview, contact:-

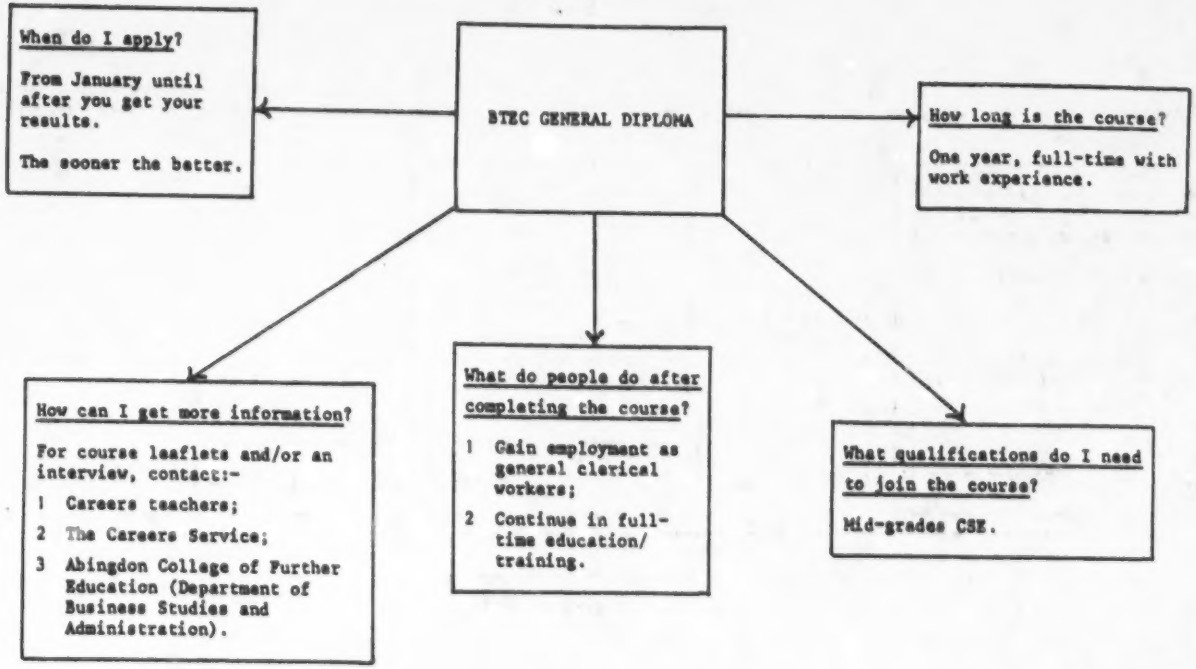
1 Careers teachers;

2 The Careers Service;

3 Abingdon College of Further Education (Dept of Business Studies & Administration)

BEFORE you make decisions about your future SEEK ADVICE from, eg, parents, class and careers teachers, the Careers Service, College of Further Education, employers, etc.

WOULD YOU LIKE TO WORK IN COMMERCE/BUSINESS?


When do I apply?
From January until after you get your results.
The sooner the better.
BTEC GENERAL DIPLOMA
How long is the course?
One year, full-time with work experience.
How can I get more information?
For course leaflets and/or an interview, contact:-
1 Careers teachers;
2 The Careers Service;
3 Abingdon College of Further Education (Department of Business Studies and Administration).
What do people do after completing the course?
1 Gain employment as general clerical workers;
2 Continue in full-time education/ training.
What qualifications do I need to join the course?
Mid-grades CSE.

BEFORE you make decisions about your future **SEEK ADVICE** from, eg, parents, class teachers, careers teachers, the South Oxfordshire Careers Service, College staff, possible employers, etc.

ADVERT A

WOULD YOU LIKE TO WORK IN COMMERCE/BUSINESS?

BTEC GENERAL DIPLOMA

How long is the course?

One year full-time with work experience

What qualifications do I need to join the course?

Mid-grades CSE.

What do people do after completing the course?

(1) Gain employment as general clerical workers;
(2) Continue in full-time education/training.

When do I apply?

From January until after you get your results.
The sooner the better.

How can I get more information?

For course leaflets and/or an interview, contact:

(1) Careers teachers;
(2) The careers service;
(3) Abingdon College of Further Education (Department of Business Studies and Administration)

BEFORE you make decisions about your future SEEK ADVICE from, e.g. parents, class and careers teachers, the careers service, college of further education, employers, etc.

ADVERT B

WOULD YOU LIKE TO WORK IN COMMERCE/BUSINESS?

How long is the course?

One year full-time with work experience.

What qualifications do I need to join the course?

Mid-grades CSE.

What do people do after completing the course?

BTEC GENERAL DIPLOMA

(1) Gain Employment as general clerical workers;
(2) Continue in full-time education/training.

When do I apply?

From January until after you get your results. The sooner the better.

How can I get more information?

For course leaflets and/or an interview, contract:

1. Careers teachers;
2. The careers service;
3. Abingdon College of Further Education (Department of Business Studies and Administration).

BEFORE you make decisions about your future SEEK ADVICE from, e.g. parents, class and careers teachers, the careers service, college of further education, employers, etc.

WOULD YOU LIKE TO WORK IN COMMERCE/BUSINESS?

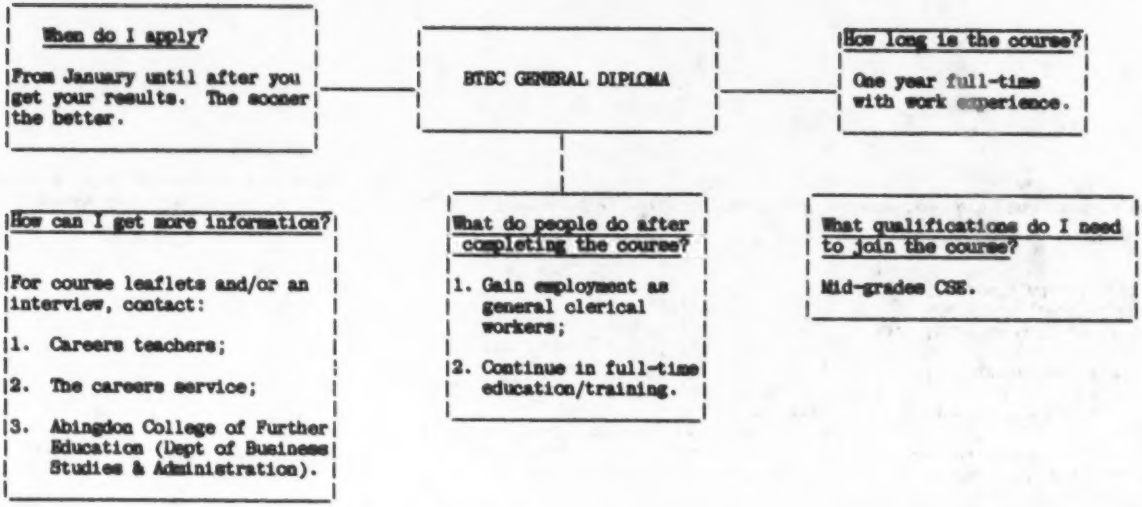
BTEC GENERAL DIPLOMA

How long is the course?	What qualifications do I need to join the course?	What do people do after completing the course?	When do I apply?	How can I get more information?
One year full-time with work experience.	Mid-grades CSE.	1. Gain employment as general clerical workers; 2. Continue in full-time education/ training.	From January until after you get your results. The sooner the better.	For course leaflets and/or an interview, contact: 1. Careers teachers; 2. The careers service; 3. Abingdon College of Further Education (Dept of Business Studies & Administration)

BEFORE you make decisions about your future SEEK ADVICE from, e.g. parents, class and careers teachers, the careers service, college of further education, employers, etc.

ADVERT D

WOULD YOU LIKE TO WORK IN COMMERCE/BUSINESS?


When do I apply?
From January until after you get your results. The sooner the better.
BTEC GENERAL DIPLOMA
How long is the course?
One year full-time with work experience.
How can I get more information?
For course leaflets and/or an interview, contact:
1. Careers teachers;
2. The careers service;
3. Abingdon College of Further Education (Dept of Business Studies & Administration).
What do people do after completing the course?
1. Gain employment as general clerical workers;
2. Continue in full-time education/training.
What qualifications do I need to join the course?
Mid-grades CSE.

BEFORE you make decisions about your future SEEK ADVICE from, e.g. parents, class and careers teachers, the careers service, college of further education, employers, etc.

APPENDIX III

SUPPLEMENTARY DATA FROM THE QUESTIONNAIRE SURVEY

(Figures in brackets refer to relevant paragraphs in the text)

A.0 The Sample (3.4)

A.1 52% of the sample were female: 48% were male.

A.2 78% lived within 3 kilometres of school, with 10% more than 5 kilometres.

A.3 40% lived in a village.

A.4 Data on social class by father's occupation is given in Figure 3. Just over half were grouped into non-manual social classes (OPCS 1980), a figure which, although higher, compared with 48% in an overlapping area (J Young, unpublished data) and 44.5% for Oxfordshire (DES 1983 - data for 1971).

A.5 92% of mothers worked (in 176 cases - 69% of the total sample).

B.0 Pre-Sixteen Education (3.5)

B.1 For a career they wanted at the time of the survey (March 1984) approximately:

(a) 25% stated they had chosen the right subjects at 13+

(b) 58% at least one wrong subject

(c) 18% were not yet sure of the career they wanted

B.2 Responses to the question about the best time to choose options were:

(a) at the end of the first year (3% from 232 cases)

(b) at the end of the second year (16%)

(c) at the end of the third year (66%)

(d) at the end of the fourth year (14%)

(e) at the end of the fifth year (1%)

C.0 Sixteen-Plus Decisions (3.6)

C.1 63% had read their school booklet on sixth-form options. 14% found it very helpful; 69% helpful; 17% not very helpful.

C.2 40% had read a college of further education booklet on 16-19 opportunities. 34% found it very helpful; 60% found it helpful, and 6% not very helpful.

D.0 Anticipated Examination Results and the Immediate Future (3.7)

D.1 Anticipated examination results are given in Figure 6 and Table 3.

D.2 Responses to a question about routes at the end of the fifth form are given in Table 4.

D.3 Reasons for trying to get a job were coded as follows:

(a) Financial - 48% of 77 cases

(b) Dislike of school (24%)

(c) A job was offered (4%)

D.4 Taking a course at 16+ would:

(a) Increase chances of getting a job you want (72% of 216 cases)

(b) Decrease chances of getting a job you want (2%)

(c) Make little or no difference (13%)

(d) Don't know (8%)

(e) 'I don't know what job I want' (6%)

E.0 Work and Day Release (3.8)

E.1 Occupational Training Families and responses by fifth-formers to questions about them are given in Table 5.

E.2 Three-quarters of the sample believe that 16 to 19 year olds in a job should be allowed access to part-time education, because:

(a) It improves prospects (36%)

(b) Knowledge/education is a good thing (17%)

(c) It increases skill/experience (10%)

E.3 Part-time education should not be compulsory for employed 16 to 19 year olds, because:

(a) Individual choice (free country) (54%)

(b) Irrelevance to work (8%)

(c) Dislike of, or inability to cope with,

E.4 Unemployed school-leavers should be offered a year of education/training to:

(a) Improve job prospects (31%)

(b) Give 'them' something to do (21%)

(c) Keep hopes alive (12%)

E.5.1 'If in a job, I will gain nothing from part-time education':

(a) Agreed/strongly agreed with this statement (13%)

(b) Disagreed/strongly disagreed with this statement (53%)

(c) Don't know (34%)

E.5.2 Reasons for the majority view were:

(a) Knowledge/learning is always useful (32%)

(b) Prospects are increased (22%)

F.0 The Youth Training Scheme (3.9)

F.1 Views on the Youth Training Scheme are summarised in Table 6.

F.2 Sources of recommendation for the Youth Training Scheme are:

(a) The Careers Service (29% of 28 cases)

(b) Others, e.g. papers, radio and television (21%)

(c) Careers teachers (14%)

(d) Parents (14%)

(e) Employer (11%)

(f) Friend (7%)

(g) Teacher (4%)

F.3 The money paid to trainees had influenced the decision to join YTS:

(a) a lot (in 7% of 28 cases)

(b) not a lot (in 55%)

(c) not at all (in 38%)

G.0 Full-time Education (3.10)

G.1 A list of opportunities at 16+ and the interest of fifth-formers to them is given in Table 7.

G.2 Assessment of 16+ course information. Responses to the question 'How many courses do you have enough information about to decide if you want to join?'

(a) All (1% of 226 cases)

(b) Many (14%)

(c) About half (24%)

(d) Few (54%)

(e) None (7%)

G.3 Proposed full-time courses of study chosen by fifth-formers are listed in Table 8.

G.4 Responses to the question 'Is the course offered in more than one local school/college?'

(a) Yes (65% of 134 cases)

(b) No (5%)

(c) Don't know (30%)

G.5 Reasons for choice of institution:

(a) Convenience/close to home (47% of 71 cases)

(b) 'I'm here' (12%)

(c) 'I know/like the teachers' (10%)

(d) Best/only course (10%)

(e) Good reputation (7%)

(f) Good atmosphere (4%)

(g) Prefer college to school (4%)

(h) Others (6%)

G.6 Anticipated action if examination results are below those expected:

(a) Retake (33% of 206 cases)

(b) Get a job (15%)

(c) Go to college (8%)

(d) Stay at school (7%)

(e) Take another course (6%)

(f) Don't know (6%)

(g) Join the Youth Training Scheme (5%)

(h) Others (20%)

APPENDIX IV

ABBREVIATIONS

CRAC	Careers Research and Advisory Council
COIC	Careers and Occupational Information Centre
ECCTIS	Educational Counselling and Credit Transfer Information Service
MARIS	Materials and Resources Information Service
NEC	National Extension College
TVIN	Thames Valley Information Network

SCHOOLINK(JF.7,8)

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a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiences and inconsistencies therein,
b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvements can be effected,
c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education,
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